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## ABSTRACT

Part 1 of the South Carolina child care job training curriculum guide provides an orientation to child care employment and covers personal development, identifying job opportunities, applying for a job, and understanding the meaning of work. Part 2 focuses on the specific job skills necessary for work as a child care aide, such as child growth and development, behavior and guidance of children, play in a child's development, health and safety, and management in the child care center. The guide is arranged so that generalizations of the above nine major concepts are related to applicable learning experiences and teaching resources. Compilation of the material was through visits to occupational programs and meeting of small groups of occupational teachers to secure ideas for curriculum content. A bibliography of books and booklets is included as well as supplementary references such as films, filmstrips, and addresses of child-centered agencies. (EA)

# CHILD CARE Job Training Curriculum

U S DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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CHILD CARE JOB TRAINING CURRICULUM

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## Appreciation

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## Purpose of Publication

Occupational Home Economics makes a significant contribution to the total educational process, that of preparing individuals with job skills.

The materials herein presented are intended for use as a guide to the teacher in organizing and teaching a job training program. Each teacher will want to assess her own experiences and competencies, the needs and job opportunities in her community and the needs and capabilities of her students before planning to implement an effective program. As each individual teacher plans her program, she should carefully review the objectives, concepts, generalizations, learning experiences, resource materials and evaluation methods and select those most appropriate. These should be adapted and supplemented to meet the needs of the local community.

No program of instruction is any stronger than the teachers who are working directly with students and agencies responsible for child care services. The utilization of this guide and recommendations for improvement and expansion should involve every gainful home economics teacher in South Carolina. It is anticipated that appropriate teaching materials be developed in the future to accompany this guide. Through class activities and work experience, occupational teachers are in the best position to identify needs for specific supplementary teaching aids.

### Beliefs About Early Childhood Education

1. Home economics has an important role in training para-professionals to meet the growing demands of working mothers.
2. There is a rapidly expanding need for quality programs to provide optimum learning for preschool children.
3. Child development training can become a meaningful educational program for secondary students.
4. High school vocational programs are able to train students who can become competent assistants in different types of day care and kindergarten programs.
5. Child care training challenges some students to pursue opportunities for further training.
6. On-the-job work experience is necessary in providing practical and realistic experiences with preschool children so that the trainee will develop salable skills for employment.
7. Teachers must have insight into preschool programs and guiding the behavior and play for preschool children.
8. It is important to use a variety of resource persons and supplementary teaching aids.
9. Occupational training programs in child development help students gain insight into self-perception in relation to an occupational choice and success on the job.
10. Advisory committees are required when programs are directed toward employment.

### Program Implementation

Occupational home economics is designed to train students for gainful employment in different types of early childhood programs. Gainful home economics enables students to develop salable skills and work habits for entering the labor market directly from high school. A realistic program may inspire capable students to pursue additional training in early childhood education.

Prospective students should be of employable age at the completion of the program, have desirable characteristics and interest in a career objective of working with preschool children. This curriculum material may be adapted in developing either one or two year programs. It is suggested that job training classes meet for two classes daily and be scheduled at such a time so that students will have an opportunity to observe and effectively participate in community centers for preschool children.

In planning relevant job training programs, occupational child care teachers should give consideration to the following:

1. Consideration is given to the various tasks a child care aide must perform, the things she must know, and the personal qualities required for her success. A well-balanced curriculum will allow for individual needs and interests while providing all trainees with quality instruction, opportunities for related observations, and a variety of supervised experiences.
2. During the first phase of an occupational program, field trips should be arranged to different types of day care facilities and kindergarten programs to acquaint trainees with available career opportunities.
3. Provide opportunities for trainees to observe small groups of children of a particular age group so that trainee will understand necessary job competencies in carrying out appropriate learning activities in a good program.
4. In planning the course and developing daily plans, various motivation techniques should be used in introducing each major concept. Plans should center around learning experiences that will enable students to develop necessary understandings prior to involvement in work experience

participation. Many concepts in the occupational child care curriculum are interrelated. It is the teacher's role to see that "doing" activities accompany appropriate learning experiences, basic understandings are associated with job competencies, and all phases of the job training program are related to the world of work.

5. Work experience participation in good preschool programs is necessary to help the trainee gain self-confidence and realistic "know-how" in working with young children. It is the occupational teacher's responsibility to select work centers and coordinate on-the-job participation with classroom learnings. It is recommended that each student have a minimum of sixty hours work experience participation beyond the classroom. Arrangements for work experience depend upon available pre-school programs and school policies regarding student schedules and transportation.
6. If facilities are adequate and teacher assignment permits, plans may be developed with trainees for scheduling a play school for small groups (approximately 12-16 children) of similar age children (3 and 4 year olds or 4 and 5 year olds). The purpose of the play school should be clearly defined with trainees assuming responsibility for appropriate learning activities for the children.
7. Occupational teachers are in a key position to assist each student in understanding her personal qualities and job competencies in relation to pursuing a career choice in early childhood education. It is strongly recommended that job placement upon successful completion of the training course be considered a part of the total program. This would be the joint responsibility of the occupational teacher and guidance staff. The effectiveness of the training program can best be assessed in terms of the success of the trainees. Thus, the teacher should be in touch with the trainees and aware of their achievements and their problems. This information provides a basis for evaluation and redirection of the program to best meet the needs of those being served.

### Course Objectives

Through varied class activities, observation, and practical experiences pertaining to the many facets of early childhood education, the trainee will:

1. Explore job opportunities in different types of programs provided for preschool children in day care facilities, kindergartens, and primary grades.
2. Identify responsibilities of assistants in early childhood programs.
3. Understand self in relation to job success and working with preschool children.
4. Become aware of making optimum use of physical facilities in relation to carrying out a good program to meet the needs of children.
5. Recognize and perform job competencies in carrying out routines and learning activities appropriate to developmental characteristics of young children.
6. Compare the various stages of growth and development, the child's abilities at each stage, and planning flexible programs to meet children's needs.
7. Identify acceptable ways of guiding children's behavior.
8. Identify different values of play as a way of helping preschool children achieve their full potential.
9. Develop competencies in planning and directing different types of creative play activities for young children.

Part I

Orientation to Child Care Employment

Major Concepts

- A. Understanding Personal Development
- B. Identifying Job Opportunities
- C. Applying for a Job
- D. Understanding the Meaning of Work

A. Major Concept:

Understanding Personal Development

Major Generalization:

A better understanding of oneself helps the individual develop a set of values, understandings, and attitudes which will provide a foundation for effectiveness in the world of work.

Major Objective:

Demonstrate comprehension of personal traits desirable in a child care aide and their relationship to success in employment.

Intermediate Objectives:

1. Define values.
2. Identify experiences in growing up which influenced your attitudes and values.
3. Define maturity.
4. List ways in which you feel mature and ways in which you feel immature.
5. Identify personality traits of a secure and insecure child care aide.
6. List ways the child care aide can overcome feelings of insecurity.
7. Describe a situation in which aide places the responsibilities of work above self.
8. Identify traits which promote positive relationship with others.
9. List practices to be followed each day for maintaining good health.
10. Describe how an aide's health can affect her relationship with young children.
11. Contrast the following:
  - Grooming
  - Appearance
  - Personality
12. Discuss personal appearance and its relationship to getting and keeping a job.

| GENERALIZATIONS                                                                                                                                                               | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                             | TEACHING RESOURCES                                                                                                                                                                                                                                  |
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| <p>One's values influence his way of life.</p> <p>Values and attitudes established early in life can lead to successful solutions of problems encountered in later years.</p> | <p>Read about values in selected references. Discuss ideas gained from readings in class including what are values, why values differ, and how present values affect future values.</p> <p>Write a brief autobiography giving incidents experienced in growing up which influenced attitudes and values.</p>                                                                     | <p>Smart and Smart, <u>Living in Families</u>.</p> <p>Cross, Aleene A., <u>Enjoying Family Living</u>.</p>                                                                                                                                          |
| <p>Understanding oneself helps a person understand and accept others.</p>                                                                                                     | <p>Read reference and define maturity and immaturity. From the reading make a checklist of characteristics of a mature person.</p> <p>Demonstrate the development of mature behavior using a step ladder to represent maturity. On the bottom rung, place the word "you;" on each succeeding rung list stages of maturity that may be in evidence at the various age levels.</p> | <p>Duvall, Evelyn M., <u>Family Living</u>.</p> <p>Chalk board, overhead projector, or flannel board.</p>                                                                                                                                           |
| <p>Growth is a continuous process and one must accept responsibility that comes with each stage of development.</p>                                                           | <p>Read references and view film. Prepare a personal list of qualities needed by a child care aide.</p>                                                                                                                                                                                                                                                                          | <p>Pamphlet: Menninger, <u>Self-Understanding</u>.</p> <p>Jensen et al., <u>World of Work</u>, pp. 125-145.</p> <p>Kupsinel, <u>Home Economics Related Occupations</u>.</p> <p>Film: <u>Teacher's Aide, Look at Me, or Thursday's Children</u>.</p> |

| GENERALIZATIONS                                                                                                                                                                                                                                                                                                     | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | TEACHING RESOURCES                                                                                                                                                                                                                                  |
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| <p>By learning to assume responsibilities suitable to each stage in his development, a person is able to accept responsibilities of adulthood.</p> <p>If one has an understanding of his own feelings and his relationships to others, he is better prepared to accept suggestions (and criticism) from others.</p> | <p>Listen to a talk on "How Personality Develops." Summarize points covered by the speaker and report to class.</p> <p>List personality traits which would indicate the child care aide feels comfortable and secure within herself.</p> <p>List feelings of insecurity an aide is likely to feel because of her inexperience. Analyze the basis for these and discuss how she can rise above her insecurity.</p> <p>Discuss instances in which persons working with children must put the child's well-being and happiness above that of their own.</p> <p>Divide into two groups and participate in minute-dramas. One group illustrate the aide who thinks only of herself, such as making personal telephone calls while on the job. A second group illustrate the aide who can accept the expectations of the job and the limitations placed on personal interests.</p> <p>Shadow play, behind sheet or thin screen, "mannerisms" which might annoy employer or even child under aide's care. Discuss.</p> | <p>Counselor, Child Psychologist.</p> <p>Teacher Resource: Landis and Landis, <u>Building Your Life</u>.</p> <p>Craig, <u>Thresholds to Adult Living</u>.</p> <p>Teacher Resource: Jensen <u>et al.</u>, <u>The World of Work</u>, pp. 197-211.</p> |

| GENERALIZATIONS                                                                                                                          | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | TEACHING RESOURCES                                                                                                                                                                                                                                               |
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| <p>When one more fully understands himself and those with whom he works, he is likely to develop positive relationships with others.</p> | <p>Role play mature and immature ways of reacting to situations, such as: (a) a child care aide after her employer has criticized her work; (b) a child care aide when a child has made an uncomplimentary remark about the snack she has served.</p> <p>Discuss impressions employer, parents, fellow-workers, and children are likely to have as a result of our actions and speech.</p> <p>Interview directors of Child Care Services to determine qualities they look for in a teacher aide. Develop a list of qualities based on interview.</p> <p>Read reference. Identify traits which promote positive relationships with others, such as: patience, kindness, tactfulness, courtesy, friendliness, promptness, dependability, discretion, and cooperation.</p> <p>List incidents which will demand the above traits on the part of the child care aide. Act out incidents demonstrating the presence or absence of courtesy, tactfulness, etc.</p> <p>View film. Discuss the effect one's attitude has on the quality of work and ability to get along with fellow workers.</p> | <p>Teacher Resource: <u>Sferra et al., Personality and Human Relations.</u></p> <p>Child Care Director.</p> <p><u>Green and Woods, A Nursery School Handbook for Teachers and Parents.</u></p> <p>Film: <u>Modern Talking Pictures. Operation Headstart.</u></p> |

| GENERALIZATIONS                                                                    | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | TEACHING RESOURCES                                                                                                                                                                                                                                                                 |
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| <p>Good health and grooming habits contribute to improved personal appearance.</p> | <p>Observe persons employed as clerks, waitresses or receptionists; compile a list of behaviors observed which would help to promote positive relationships and a list that would build negative relationships. Analyze and discuss each.</p> <p>View film and discuss the importance of good health habits which are basic to the continuance of good health and the responsibility the aide must assume for maintaining optimum health.</p> <p>Observe teachers in child care centers; discuss the energy and vitality that a person caring for young children must have.</p> <p>Listen to a public health nurse talk on the importance of good health to the aide herself and in her relationship with young children. Participate in class discussion of points made by speaker.</p> <p>View filmstrip and read references on grooming. Discuss hair styles, use of cosmetics and styles of dress appropriate for the child care aide. Emphasize suitability for the work the aide will be doing as well as her need to be presentable in public.</p> | <p>Film: S.C. Department of Education Film Library, <u>Physical Fitness and Good Health.</u></p> <p>Public Health Nurse.</p> <p>Filmstrip: <u>A Teen's A B C's of Beauty.</u></p> <p>Booklet: <u>Through the Looking Glass.</u></p> <p>Sturm, <u>Guide to Modern Clothing.</u></p> |

Personal appearance is an important factor in getting and keeping a job.

| GENERALIZATIONS | LEARNING EXPERIENCES                                                                                                                                       | TEACHING RESOURCES |
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|                 | <p>Demonstrate correct and incorrect grooming and dress for a child care aide.</p> <p>Discuss such undesirable habits as chewing gum while on the job.</p> |                    |

B. Major Concept:

Identifying Job Opportunities

Major Generalization:

When one becomes familiar with existing job opportunities and the qualifications expected of persons seeking employment in the areas of work represented, one is realistically aware of establishing a career objective.

Major Objective:

Demonstrate an understanding of job opportunities in child care services and relate personal qualities to type of job desired.

Intermediate Objectives:

1. Define "Child Care Services."
2. List two purposes of Child Care Services.
3. Identify types of Child Care Services.
4. List types of Child Care Services available in the local area.
5. Identify characteristics of a desirable Child Care Service.
6. List major sources of information about employment as a child care aide.
7. Describe employment opportunities in the local area, in the state, and nation.
8. Identify qualifications of a child care aide.
9. Describe the type of job that will bring you personal satisfaction.

| GENERALIZATIONS                                                                                           | LEARNING EXPERIENCES                                                                                                                                                                                                                                                            | TEACHING RESOURCES                                                                                                                                               |
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| <p>Child care services serve many and varied needs and purposes.</p>                                      | <p>Read reference. Discuss and define "Child Care Services."</p>                                                                                                                                                                                                                | <p>Hammond, et al., <u>Good Schools for Young Children.</u></p>                                                                                                  |
| <p>Knowledge of the employment opportunities in child care services aids one in making a wise choice.</p> | <p>View film. Discuss ways a child care service contributes to the development of children:</p> <ul style="list-style-type: none"> <li>- Care and Protection</li> <li>- Education and Enrichment</li> </ul>                                                                     | <p>Film: S.C. Department of Mental Health, <u>Children of Change.</u></p>                                                                                        |
|                                                                                                           | <p>Read and report on types of child care service: home, neighborhood, home of friend, day care center, schools, church nursery, play schools, kindergarten and others.</p>                                                                                                     | <p>Baker and Fane, <u>Understanding and Guiding Young Children.</u></p> <p>Magazines, newspapers.</p>                                                            |
|                                                                                                           | <p>View films and discuss major functions of each type of child care service.</p>                                                                                                                                                                                               | <p>Bulletin: U.S. Department of Health, Education and Welfare, <u>Day Care Services.</u></p> <p>Film: S.C. Department of Mental Health, <u>Kindergarten.</u></p> |
|                                                                                                           | <p>Identify and discuss types of services available in the local area by:</p> <ul style="list-style-type: none"> <li>- Conducting survey</li> <li>- Obtaining list from social service and other public service agencies</li> <li>- Yellow pages telephone directory</li> </ul> | <p>Film: Modern Talking Pictures, <u>Operation Head Start, Teacher Aide.</u></p>                                                                                 |
|                                                                                                           | <p>Visit representative types of child care services in the local area. Report on observations.</p>                                                                                                                                                                             |                                                                                                                                                                  |

| GENERALIZATIONS                                                                                                                                            | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | TEACHING RESOURCES                                                                                                                                                                                                                                                                                                                                                  |
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| <p>The amount of education, experience and responsibility of child care center staffs varies; thus, each center has different programs and facilities.</p> | <p>View film and discuss characteristics of good child care programs according to age levels of children.</p> <p>View a bulletin board, "A Job For You in Child Care Services," to find out about job opportunities.</p> <p>List types of workers in child care services observed on field trips and in films such as director, assistant director, teacher, nurse, teacher aide, cook. Discuss some of the duties of each type of worker.</p> <p>Read assigned references. List occupations and places of employment such as nursery schools, elementary schools, recreational centers, day care centers. Report to class on opportunities and duties of each occupation.</p> <p>List general factors which affect job responsibilities:</p> <ul style="list-style-type: none"> <li>(a) Ages of children</li> <li>(b) Time of day facility is open</li> <li>(c) Number of children</li> </ul> | <p>Film: S.C. Department of Mental Health, <u>Little World</u>.</p> <p>Bulletin: Office of Economic Opportunity, <u>Project Headstart</u>.</p> <p>Kupsinel, <u>Home Economics Related Occupations</u>.</p> <p>Green and Woods, <u>A Nursery School Handbook for Teachers and Parents</u>.</p> <p>Hammond, <u>et al</u>, <u>Good Schools for Young Children</u>.</p> |

| GENERALIZATIONS                                                                                                                            | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | TEACHING RESOURCES                         |
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| <p>Knowledge of the qualifications for various types of jobs available within the area of child care services aids in making a choice.</p> | <p>Check local newspapers and employment agencies for employment opportunities. Discuss and analyze types of jobs available and special qualifications demanded.</p> <p>Listen to a panel of individuals representing child care services such as day care centers, orthopedic hospitals for children, nursery schools, etc. discuss:</p> <ol style="list-style-type: none"> <li>1. Similarities and differences in jobs offered by agencies.</li> <li>2. Qualifications expected of Child Care Aides.</li> </ol> <p>Participate in a class discussion summarizing topics covered by panel.</p> | <p>Newspaper.</p> <p>Resource Persons.</p> |
| <p>An understanding of one's qualifications in relation to job requirements aids in selecting a satisfying job.</p>                        | <p>Listen to a child care director discuss employment policies. Summarize policies relating to tardiness, absence, sick leave and vacation.</p> <p>Discuss the importance of seeking employment for which the individual seems best suited and which will bring the greatest satisfaction to the aide.</p> <p>Write a paper on: "The Job For Which I Am Best Suited."</p> <p>Explore the future opportunities which might become available to an aide as a result of accepting employment in agency willing to hire her at her current level of training.</p>                                   | <p>Child Care Director.</p>                |

C. Major Concept: Applying For a Job

Major Generalization: The knowledge and use of acceptable procedures to follow when applying for a job enhances the individual's likelihood for success.

Major Objective: Show understanding of procedures and ethics involved in applying for a job.

Intermediate Objectives:

1. List types of information an applicant is expected to provide when applying for a job.
2. Prepare a personal resume to use when applying for a job.
3. Describe proper procedure and dress for an interview.

| GENERALIZATIONS                                                                                                      | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                  | TEACHING RESOURCES                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <p>In securing a job, the individual must know how to apply.</p>                                                     | <p>Interview employers to determine information an applicant would be expected to provide when applying for a job. Report to class and compile a list of information needed.</p> <p>Fill out form and secure a social security card if you do not have one.</p> <p>Listen to talk by county health doctor or nurse to determine laws and regulations as they apply to the child care aide.</p> <p>Visit Health Department. Apply for health card.</p> | <p>Social Security Administration District Office.</p> <p>County Health Staff member.</p>                                                |
| <p>Knowledge of ethical practices in the use of another person's name is very important when applying for a job.</p> | <p>Discuss the purpose of using names for reference purposes. Write a sample letter asking for a letter of reference or permission to use the/a person's name for that purpose.</p> <p>Complete a sample application form. Discuss the purpose of the information asked for on the form.</p> <p>Prepare a resume which you would give to a prospective employer.</p>                                                                                  | <p>Teacher Reference: <u>Jensen, et al., The World of Work.</u></p>                                                                      |
| <p>Knowing what to expect and how to conduct oneself during an interview will help in securing a job.</p>            | <p>Read assigned references and discuss the purpose of the personal interview and information an employer would probably want.</p>                                                                                                                                                                                                                                                                                                                    | <p>Teacher Reference: Pamphlet, <u>Locating and Securing a Job.</u></p> <p><u>Kimbrell, et al., Succeeding in the World of Work.</u></p> |

| GENERALIZATIONS                                                                                 | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                            | TEACHING RESOURCES                                                                       |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <p>One's outward appearance sometimes "speaks louder than words" to the potential employer.</p> | <p>Role play an interview.</p> <p>View posters and bulletin board illustrating the right and wrong dress, cosmetics and personal grooming for the personal interview.</p> <p>Role play the applicant who is well dressed, prompt, and well prepared for the interview, in contrast to one who is late, improperly dressed and ill-mannered.</p> | <p>Booklet: Southern Bell Telephone Co., <u>Helpful Hints for Young Job Seekers.</u></p> |

D. Major Concept:

Understanding the Meaning of Work

Major Generalization:

Nine out of ten women will work at paid employment at some time during their lifetime and need to prepare themselves for this role.

Major Objective:

Show comprehension of the responsibility and opportunity for the dual role of homemaker, wage earner.

Intermediate Objectives:

1. List reasons why the homemaker may become a wage earner.
2. Identify adjustments necessary in personal and family living when the homemaker is employed.
3. Define fringe benefits, workmen's compensation, unemployment compensation.
4. List reasons for having spending plan.
5. Apply principles of budgeting in developing a personal spending plan.
6. List reasons for having a checking account.
7. Define consumer credit.
8. List reasons for using credit.
9. Identify sources of credit.
10. List factors affecting the availability and cost of credit.

| GENERALIZATIONS                                                                                                                                       | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                     | TEACHING RESOURCES                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <p>Changing roles of family members affect the individual and society.</p>                                                                            | <p>Read reference and view film. Discuss and list changes which have occurred in the American family within the past 30 years such as:</p> <ul style="list-style-type: none"> <li>- Women in Labor Force</li> <li>- One Parent Families</li> <li>- High Divorce Rate</li> <li>- Mobility of Families</li> <li>- One Generation Under One Roof</li> </ul> | <p>Bulletin: Metropolitan Life Insurance Company, <u>Mothers at Work</u>.</p> <p>Film: Modern Talking Pictures, <u>Look at Me</u>.</p> |
| <p>Maintaining the home, assuming the responsibility of employment, and achieving personal and/or family goals sometime create pressure on women.</p> | <p>Discuss, "How has life changed since your parents were teenagers?"</p> <p>Debate: "Is continuing education really important for women," or "Should mothers of young children work?"</p>                                                                                                                                                               | <p>Magazines.</p>                                                                                                                      |
| <p>Combining the roles of homemaker and wage earner brings satisfactions as well as limitations.</p>                                                  | <p>Read magazine articles concerning woman's role in the world of work, and related problems in assuming a dual role.</p>                                                                                                                                                                                                                                |                                                                                                                                        |
| <p>Cooperation of other family members promotes their growth in responsibility, independence and consideration for others.</p>                        | <p>Interview homemakers who are also employed outside the home. Discuss the interviews. How have these women successfully combined their two roles? Does the woman find enjoyment in all she does? Does her family feel neglected?</p> <p>Discuss adjustments that seem necessary in personal and family living when the woman is employed.</p>          |                                                                                                                                        |

| GENERALIZATIONS                                                                                                                                                                                                                                                                                                                                              | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | TEACHING RESOURCES                                                                                                                                                                                                                         |
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| <p>Awareness of the laws and regulations which protect the rights and well-being of the employed individual is essential.</p> <p>Knowledge of federal, state and local laws and ordinances benefits persons covered by them.</p> <p>Being prepared to accept the responsibility for one's own independent behavior is a part of becoming a mature adult.</p> | <p>Listen to a panel discuss: "The Child Within His Family; The Child Within the Day Care Center," to determine responsibilities of each to the individual child.</p> <p>Discuss services available in community to help women meet the dual role. List factors to consider in choosing care for the young child outside the family units.</p> <p>Read assigned reference. Discuss and define such terms as unemployment insurance, fringe benefits, workman's compensation etc.</p> <p>Divide into groups and select one of the following topics for intra-group and group-class discussion: Why do we have laws regulating work? Is it necessary to have insurance while on the job? What are the rights and responsibilities of the employer.</p> <p>Read and discuss state and local ordinances concerning the age of employees in child care centers. How and to whom is this a protection?</p> <p>Read selected references. List the competencies which must be developed if one is to function independently; what responsibilities does one assume when he becomes a wage earner?</p> | <p><u>Thal, et al., Your Family and Its Money.</u></p> <p>Teacher Reference: <u>Jensen, et al., The World of Work.</u></p> <p>County Social Services office.</p> <p><u>Institute of Life Insurance, Making the Most of Your Money.</u></p> |

| GENERALIZATIONS                                                                                                                                            | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | TEACHING RESOURCES                                                                                                                                                               |
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| <p>At understanding of how to manage one's personal finances contributes to adult independence.</p>                                                        | <p>Play Budgeting Game to become familiar with the need for money management.</p>                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Clemson University Vocational Education Media Center, <u>Cooperative Home Economics</u>, Appendix.</p>                                                                        |
| <p>One can provide for his immediate needs and future security more effectively if he is well informed regarding certain business procedures involved.</p> | <p>Read references and discuss what expenditures are fixed and variable. Discuss the importance of analyzing the cost of providing for our daily needs.</p> <p>View filmstrip. Discuss how a plan for spending can help an individual or family meet its goals.</p> <p>Make a plan for one week using expected earnings.</p>                                                                                                                                                                           | <p>Thal, et al., <u>Your Family and Its Money</u>.</p> <p>Jensen, et al., <u>The World of Work</u>.</p> <p>Filmstrip: <u>Money Management Institute, Your Money and You</u>.</p> |
|                                                                                                                                                            | <p>Read references. Discuss the reasons for establishing checking accounts and savings accounts.</p> <p>Listen to a speaker from a local bank explain how to open a bank account; how to write a check; how to balance your checking account; service charges; deposits and withdrawals. Practice writing checks, balancing an account, making a deposit, etc.</p> <p>Read references and discuss reasons for using credit, types of credit and factors affecting availability and cost of credit.</p> | <p>Thal, et al., <u>Your Family and Its Money</u>.</p> <p>Teacher prepared Banking Materials.</p> <p>Jensen, et al., <u>The World of Work</u>.</p>                               |

| GENERALIZATIONS                                                                                                                                                                                                | LEARNING EXPERIENCES                                                                                                                                                                                                                                    | TEACHING RESOURCES                                                                                      |
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| <p>The cost of special services is borne by the person soliciting the services.</p> <p>A person wisely solicits assistance from informed persons when one has reason to question the transaction involved.</p> | <p>Discuss how one establishes credit with various business concerns and the circumstances under which this is desirable.</p> <p>Invite a representative from the Better Business Bureau to discuss business ventures one should be cautious about.</p> | <p>Jensen, et al., <u>The World of Work.</u></p> <p>Thal, et al., <u>Your Family and Its Money.</u></p> |

## Part II

### Developing Job Skills for Work as a Child Care Aide

#### Major Concepts

- A. Growth and Development
- B. Behavior and Guidance
- C. Play
- D. Health and Safety
- E. Management

A. Major Concepts:

Growth and Development

Major Generalization:

All children progress toward maturity according to basic patterns of growth.

Major Objective:

Demonstrate comprehension of factors involved in growth and development as it relates to the well being of children.

Intermediate Objectives:

1. Identify characteristics of infants and toddlers.
2. List physical needs of infants and toddlers from six weeks to two years.
3. Identify social needs of infants and toddlers.
4. Identify emotional needs of infants and toddlers.
5. List problems child care aide may face when caring for infants and toddlers.
6. Identify characteristics of two to five year old children.
7. List patterns of growth.
8. Identify physical needs of children.
9. List ways of meeting physical needs.
10. Identify intellectual needs of children.
11. List ways of meeting intellectual needs.
12. Identify emotional needs of children.
13. List ways the child care aide can help in coping with emotional needs.
14. Identify social needs of children.
15. List ways the child care aide can help children be accepted by others.

| GENERALIZATIONS                                                                     | LEARNING EXPERIENCES                                                                                                                                                                                       | TEACHING RESOURCES                                                    |
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| <p>Understanding children is the basis for good child care.</p>                     | <p>View film. Discuss and make a list of patterns of growth and development observed in the film.</p>                                                                                                      | <p>Film: Modern Talking Pictures, Abbey's First Two Years.</p>        |
| <p>Children have physical needs which influence their behavior and development.</p> | <p>Read designated reference. Discuss and develop a list of the main characteristics of infants and toddlers. Discuss reasons why an aide needs to know about characteristics of infants and toddlers.</p> | <p>Shuey, et al., <u>Learning About Children.</u></p>                 |
|                                                                                     | <p>Observe an infant and a toddler using a class-developed checklist. Report observations to class.</p>                                                                                                    | <p>Checklist.</p>                                                     |
|                                                                                     | <p>Read designated references. List physical needs of infants and toddlers and relate the effect of each on growth.</p>                                                                                    | <p>Hurlock, <u>Child Growth and Development.</u></p>                  |
| <p>A consistent routine of care promotes a feeling of security for the toddler.</p> | <p>Visit a child care service which cares for infants and toddlers. Compile a class list of reasons why an aide needs to know how to meet physical needs of infants and toddlers.</p>                      | <p>Smart, et al., <u>Children, Development and Relationships.</u></p> |
|                                                                                     | <p>Read and discuss ways of meeting the physical needs of infants and toddlers.</p>                                                                                                                        | <p>Brisbane, <u>The Developing Child.</u></p>                         |
|                                                                                     | <p>Visit a department store and select clothing suitable for infants and toddlers. Make a list of desirable features such as ease in laundering, comfort, etc.</p>                                         |                                                                       |

| GENERALIZATIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                        | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | TEACHING RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>Children have emotional needs which influence their behavior and development.</p> <p>With an understanding of problems encountered in the care of infants and toddlers, the child care aide will more readily handle the situation.</p> <p>Understanding growth and development of children is the basis for good child care.</p> <p>Even though children follow a pattern in their growth processes, each child develops according to his own individual rate.</p> | <p>Read and identify types of emotions infants and toddlers experience. Discuss in class and develop a class list.</p> <p>Collect and display pictures depicting emotions expressed by infants and toddlers. Identify emotions expressed and report to class.</p> <p>Observe infants in a child care center. Identify problems the workers were faced with and how problems were handled. Discuss other possible solutions or methods for handling the problems.</p> <p>View selected filmstrip. Compile a class list of general guidelines for a child care aide in dealing with problems when caring for infants and toddlers based on observations.</p> <p>View films. Identify and discuss main characteristics of two to five year old children.</p> <p>View charts to determine aspects of development of preschool children.</p> | <p>Smart and Smart, <u>Children: Development and Relationships</u>.</p> <p>Hurlock, <u>Child Growth and Development</u>.</p> <p>Magazines.</p> <p>Filmstrip: Parent's Magazine Films, Inc., <u>How an Average Child Behaves 1 Through 5</u>.</p> <p>Films: S.C. Dept. of Mental Health, <u>Terrible Two's and Trusting Three's</u>; <u>The Frustrating Four's and Fascinating Five's</u>; Kindergarten.</p> <p>Charts: Children All Grow Differently.</p> <p>Teacher Resource: Todd and Hefferman, <u>The Years Before School</u>.</p> |

| GENERALIZATIONS                                                                      | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | TEACHING RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>The basic pattern of human development is determined by the laws of heredity.</p> | <p>View film and cite examples from experiences with children which verify growth patterns.</p> <p>Read and discuss the sequence of development as being more important than the age at which the development occurs.</p> <p>Observe at least two children of the same age. Record similarities and differences in development.</p> <p>Read teacher selected references. Based on readings, collect pictures from magazines illustrating principles of growth and development. Clip and display in class.</p> <p>Develop as a class project an observation form to use in observing characteristics of growth and development of children in child care centers and at home. Observe at least three different children and report findings to class.</p> <p>View selected film. Discuss similarities and differences of children due to heredity as intellectual potential, physical characteristics, strength and frequency of hunger in infants, susceptibility to pain, reaction of involuntary nervous system and susceptibility to disease.</p> | <p>Film: South Carolina Department of Mental Health, <u>A Long Time to Grow, Parts I and II.</u></p> <p>Brisbane and Riker, <u>The Developing Child.</u></p> <p>Todd and Hefferman, <u>The Years Before School.</u></p> <p>Hurlock, <u>Child Development.</u></p> <p>Green and Wood, <u>A Nursery School Handbook for Teachers.</u></p> <p>Observation Form.</p> <p>Film: State Department of Education Audio Visual Library, <u>Thread of Life.</u></p> |

| GENERALIZATIONS                                                                      | LEARNING EXPERIENCES                                                                                                                                                                                                  | TEACHING RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>All children have physical needs which affect their behavior and development.</p> | <p>Read designated reference . Develop a list of physical needs.</p> <p>Select a picture of a young child from a magazine. List physical needs of the child pictured and relate needs to the growth of the child.</p> | <p>Brisbane and Riker, <u>The Developing Child</u>.</p> <p>Magazine.</p>                                                                                                                                                                                                                                                                                                                                                             |
| <p>A balanced diet is important for the child's growth and development.</p>          | <p>View films and discuss the nutritional needs of children.</p> <p>Read and report on ways in which food affects growth, development and behavior of children.</p>                                                   | <p>Films:</p> <p>S.C. State Department Film Library, <u>Harvest of Health</u>.</p> <p>South Carolina State Board of Health, <u>Food as Children See It</u>.</p> <p>U.S.C. Film Library, <u>What You Eat You Are</u>.</p> <p>Booklets:</p> <p>U.S. Dept. of Health, Education and Welfare, <u>Food for Groups of Young Children Cared For During the Day</u>.</p> <p>S.C. State Board of Health, <u>Food for the Young Child</u>.</p> |
| <p>The environment influences a child's mealtime.</p>                                | <p>Read selected reference. Discuss the importance of quiet play before mealtime and the importance of personal cleanliness relating to food and eating.</p>                                                          | <p>Smart and Smart, Children: <u>Development and Relationships</u>.</p>                                                                                                                                                                                                                                                                                                                                                              |

| GENERALIZATIONS                                                                                        | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | TEACHING RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| An important part of a child's development is learning to eat and enjoy a variety of nutritious foods. | <p>View film. Summarize reasons for planning, preparing and serving nutritious meals. Discuss the importance of an attractive table setting.</p> <p>Read reference. Discuss ways of introducing new foods to children.</p> <p>Read selected reference and discuss purposes of snacks for preschool children.</p> <p>Research reference. Plan, prepare and serve appropriate snack foods to a group of children using a simple, attractive table setting.</p> <p>View film. Discuss eating problems and ways of handling each.</p> <p>Research references. Plan, prepare and serve a balanced meal to a group of children. Include one new food. Relate class project to the following:</p> <ol style="list-style-type: none"> <li>1. Preparation methods children like</li> <li>2. Importance of schedule and how schedules promote good eating practices</li> <li>3. Size and type of eating utensils</li> <li>4. Size of serving</li> </ol> | <p>Film: <u>U.S.C. Film Library, What You Eat You Are.</u></p> <p>Booklet: <u>Ross Laboratories, Your Child's Appetite.</u></p> <p>Booklet: <u>National Dairy Council, Feeding Little Folk.</u></p> <p>Booklet: <u>Teaching Guide Unit IV Home Economics Training Program, Food For Children.</u></p> <p>Film: <u>S.C. State Board of Health, Why Won't Tommy Eat?</u></p> <p>Booklets:<br/> <u>U.S. Dept. of Agriculture, Food For the Young Family.</u><br/> <u>S.C. State Board of Health, America and Your Food.</u></p> <p>Kit: <u>U.S. Dept. of Health, Education and Welfare, Nutrition Kit, Project Headstart.</u></p> |

| GENERALIZATIONS                                                                                                                            | LEARNING EXPERIENCES                                                                                                                                                                                                                                                             | TEACHING RESOURCES                                                                                                                                         |
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| <p>Adequate, comfortable clothing contributes to physical growth.</p>                                                                      | <p>Listen to a speaker discuss desirable features of children's clothing. Summarize ways in which clothing contributes to growth.</p>                                                                                                                                            | <p><u>Better Homes and Gardens Junior Cookbook.</u></p>                                                                                                    |
| <p>Language development and the ability to communicate with others are sometimes used as indications of a child's intellectual growth.</p> | <p>Buyer from department store.</p> <p>Collect pictures illustrating features to look for when selecting clothing. Report to class.</p> <p>Read references and discuss the development of language of children.</p>                                                              | <p><u>Brisbane and Riker, The Developing Child.</u></p> <p><u>Hurlock, Child Growth and Development.</u></p> <p>Audio Tapes.</p>                           |
|                                                                                                                                            | <p>Listen to tape recorded conversations of children of different age levels. Identify and discuss differences in ability to communicate.</p> <p>View film and discuss ways children learn.</p>                                                                                  | <p>Film: <u>Modern Talking Pictures, Look at Me.</u></p> <p>Smart and Smart, <u>Children: Development and Relationships.</u></p> <p>Child Care Center.</p> |
|                                                                                                                                            | <p>Read assigned reference and report to class on ways in which children learn. Compile a class list based on film observations and reading assignment.</p> <p>Visit child care centers. Observe and report on materials and equipment and how each contributes to learning.</p> |                                                                                                                                                            |

| GENERALIZATIONS                                                                    | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | TEACHING RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>An understanding of children's emotions helps to understand their behavior.</p> | <p>View films. Identify types of emotions and ways in which adults can help children cope with emotions.</p> <p>Write a paper recalling strong emotions you remember experiencing as a child.</p> <p>Read references and discuss fears children express and ways of helping children overcome fear.</p> <p>Research references. Discuss ways in which children express other emotions.</p> <p>Observe and report on children's emotions revealed through behavior and how these needs were met in the particular situation.</p> <p>View film, read teacher selected references and discuss ways of meeting needs of children with emotional problems.</p> | <p>Films: S.C. Department of Mental Health, <u>Children's Emotions; Fears of Children; Aggressive Child.</u></p> <p>Smart and Smart, <u>Children: Development and Relationships.</u></p> <p>Smart and Smart, <u>Children: Development and Relationships.</u></p> <p>Booklets:<br/> Science Research Associates, <u>Understanding Hostility in Children.</u><br/> Child Study Association of America, <u>Aggressiveness in Children.</u><br/> Ross Laboratories, <u>Children's Quarrels.</u></p> <p>Film: S.C. Department of Mental Health, <u>Who Cares About Jamie?</u></p> |

| GENERALIZATIONS                                                                                                                         | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                  | TEACHING RESOURCES                                                                                                                                                                                                                                                                                                                                              |
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| <p>Through an understanding of the child's social experiences, the child care aide can assist children in being accepted by others.</p> | <p>View film. Discuss social development of children and why children need close contact with both adults and other children.</p> <p>Collect pictures showing children in social situations. Report findings to class.</p> <p>Write a short paper telling about early social experiences.</p> <p>Read assigned reference. Discuss ways of helping children be accepted by others.</p> | <p>Booklet: <u>Child Study Association of America, When Children Need Special Help With Emotional Problems.</u></p> <p>Baker and Fane, <u>Understanding and Guiding Young Children.</u></p> <p>Film: <u>S.C. Department of Mental Health, Social Development.</u></p> <p>Magazines.</p> <p>Smart and Smart, <u>Children: Development and Relationships.</u></p> |

B. Major Concept:

Behavior and Guidance of Children

Major Generalization:

All behavior is caused and if new or different behavior is desirable, the identification of the cause is important.

Major Objective:

Demonstrate a desirable relationship with children using the principles of guidance based on an understanding of behavior.

Intermediate Objectives:

1. Identify factors influencing behavior.
2. Describe how two or more factors are interrelated.
3. Identify common behavior problems faced by a child care aide.
4. Describe characteristic behavior of the preschool child at various stages.
5. List ways the child care aide can help a child develop a positive self-concept.
6. Identify factors which aid children in learning independence.
7. Identify desirable techniques used in guiding young children.

| GENERALIZATIONS                                                                                                 | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | TEACHING RESOURCES                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>Heredity, environment, level of maturity, and health are inter-related factors which influence behavior.</p> | <p>View film and discuss factors influencing behavior.</p> <p>Read teacher selected reference and discuss one or more ways in which each factor (heredity, environment, level of maturity and health) influences behavior.</p> <p>Collect cartoons depicting behavior of children. Make a transparency and report to class the behavior depicted in cartoon.</p> <p>Read reference. Role play behavior problems which might arise when caring for children. Keep in mind the fact undesirable behavior is reinforced when the child gains desired results. For example:</p> <ul style="list-style-type: none"> <li>Use of bad language</li> <li>Tantrums</li> <li>Refusal to rest</li> <li>Thumbsucking</li> <li>Bed wetting</li> <li>Hurting other children</li> <li>Destructiveness</li> </ul> | <p>Film: Metropolitan Life Insurance Co., <u>If These Were Your Children.</u></p> <p>Smart and Smart, <u>Children: Development and Relationships.</u></p> <p>Hurlock, <u>Child Growth and Development.</u></p> <p>Brisbane and Riker, <u>The Developing Child.</u></p> <p>Transparency.</p> <p>Booklet: National Mental Health Foundation, <u>Some Problems of Children Aged 2 to 5 Years.</u></p> |

| GENERALIZATIONS                                                                                                                                                                                                                                                                              | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | TEACHING RESOURCES                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>Certain types of behavior can be expected of children at certain ages and stages.</p> <p>The way a child feels about himself affects his behavior.</p> <p>A child needs to feel successful and confident in developmental tasks in order to build a firm foundation for future tasks.</p> | <p>View film. Identify desirable behavior which is reinforced because the child gains desired results.</p> <p>View film to see influence of culture on child. Discuss effect of environment on behavior. Emphasize influence aide will have on the children in her care.</p> <p>Observe film to see characteristic behavior at various stages. Identify characteristic behavior at each stage.</p> <p>Read designated reference then observe children at home, in community or child care center. Relate observations to reading assignment and report to class the characteristics of behavior observed.</p> <p>Read reference. Role play or use case studies to illustrate the way a child feels about himself affects behavior.</p> <p>Collect pictures that show adults and children feeling successful about a certain task. Discuss the feeling.</p> <p>Read story of "Ricky's Model Airplane Kit" in Langford's book, page 90, to see the need to feel successful.</p> | <p>Film: S.C. Department of Mental Health, <u>Terrible Two's and Trusting Three's</u>.</p> <p>Film: S.C. Department of Mental Health, <u>A Long Time To Grow</u>.</p> <p>Ilg and Ames, <u>Child Behavior</u>.</p> <p>Booklet: Science Research Associates, <u>Building Self-Confidence in Children</u>.</p> <p>Magazines.</p> <p>Langford, <u>Guidance of the Young Child</u>.</p> |

| GENERALIZATIONS                                                                                                                                                                                           | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | TEACHING RESOURCES |
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| <p>The long-range purpose of guidance is a happy, well-adjusted person with self-guidance and discipline.</p> <p>There are certain basic needs which are common to the age and maturity of the child.</p> | <p>Divide into buzz groups. Discuss one or more of the following topics: New experiences we have had--how did we react? Why do we need to feel successful? How did we feel when we weren't successful?</p> <p>Discuss in buzz groups factors which aid children to learn independence, emphasizing the value of encouragement, assistance and provision of opportunities to foster feelings of self-worth.</p> <p>Use role play to illustrate certain situations where an aide can help a child feel successful with a certain task.</p> <p>Use pictures to illustrate the basic needs of preschool children. Discuss these needs.</p> <p>Discuss ways of adapting a child care program to meet the needs of individual children; such as a <u>tired</u> child, an <u>angry</u> child, a <u>restless</u> child.</p> <p>Role play situations where planning has not been thought through to meet the needs of the children.</p> <p>View film. Discuss the goals that should be considered when guiding the child.</p> |                    |

Film: State Department of Education  
Audio-Visual Library, Guiding Behavior.

| GENERALIZATIONS                                                                                                                            | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | TEACHING RESOURCES                                                                                                             |
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| <p>Guidance needs to be appropriate to the age and maturity of the child.</p> <p>There are different types and techniques of guidance.</p> | <p>Observe a child care situation and evaluate in writing how the child was guided by the teacher. How did the child react? Was it effective and appropriate?</p> <p>Read reference and discuss observations of punishment administered to children. Discuss and evaluate how you felt about it and how you think the child felt.</p> <p>Discuss the aides responsibility for guidance:</p> <ol style="list-style-type: none"> <li>Keep children safe</li> <li>Give child freedom to act within limits</li> <li>Make choices and live comfortably with others</li> </ol> <p>Divide into buzz groups and decide on some methods of guidance you recall having been used on you that helped you grow in self-confidence and self-discipline.</p> <p>View film. Discuss techniques used to help one gain self-control and discipline.</p> <p>Use role playing to show how to explain to a child why certain behavior is undesirable--such as, hitting another child with an object, pushing on the stairs, throwing rocks.</p> <p>Discuss the importance of setting limits for a child's welfare.</p> | <p>Ginott, <u>Between Parent and Child</u>.</p> <p>Film: University of South Carolina, <u>Discipline and Self-Control</u>.</p> |

| GENERALIZATIONS                                                                                            | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                      | TEACHING RESOURCES                                                                   |
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| <p>Using positive guidance with young children helps to get the children to cooperate and behave well.</p> | <p>Read selected reference. Discuss the use of words in guiding children's behavior. Prepare a list of key words for students to use in a positive approach. Compare these with negative statements and rephrase them.</p> <p>Practice giving directions in a positive way using words the child understands and listen to the tone of voice--practice to improve tone of voice.</p> <p>Role play instances where physical direction would be used to guide children.</p> | <p>Booklet: National Education Association, <u>Discipline as Self-Direction</u>.</p> |

C. Major Concept:

Play in a Child's Development

Major Generalization:

Play is a learning experience and it contributes substantially to the total development of a child.

Major Objective:

Demonstrate ability to provide play experiences geared to the child's stage of growth for optimum level of development.

Intermediate Objectives:

1. Define play.
2. Identify stages of play.
3. Identify types of play.
4. List learnings through play.
5. Identify factors to consider when selecting play equipment.
6. List criteria to consider when selecting books and stories for children.
7. List techniques used to create and maintain children's interest during the story period.
8. Make a musical instrument suitable for a child care center.
9. Plan three creative play activities for one age group suitable for indoor and outdoor play.

| GENERALIZATIONS                                                                                          | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                | TEACHING RESOURCES                                                                                                                                                                                             |
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| <p>Play helps a child move toward his full potential.</p>                                                | <p>View film. Discuss the value of play for a child and why it is essential part of a child's life.</p> <p>Read selected reference. List and discuss stages of play. (Solitary, parallel, cooperative). Report on experiences with children that point out how they play.</p> <p>Observe stages of play exhibited by children in the child care center and report to the class.</p>                                 | <p>Film: S.C. Department of Mental Health, <u>Children's Play</u>.</p> <p>Smart and Smart, <u>Children's Development and Relationships</u>.</p>                                                                |
| <p>Play aids in development of motor skills, coordination, and provides an outlet for excess energy.</p> | <p>Read designated references. Discuss and list various types of play and related values of each. List and discuss equipment suitable for each type of play.</p> <ol style="list-style-type: none"> <li>1. Block</li> <li>2. Dramatic</li> <li>3. Manipulative</li> <li>4. Outdoor</li> <li>5. Creative</li> </ol> <p>Contrast the kinds of growth and development that are related to indoor and outdoor play.</p> | <p>Hurlock, <u>Child Growth and Development</u>.</p> <p>Baker and Fane, <u>Understanding and Guiding Young Children</u>.</p>                                                                                   |
| <p>The type of play in which a child participates is determined by his state of development.</p>         | <p>View films. Discuss and have students demonstrate suitable games, finger play and action songs for children of various ages identifying activities for active and quiet play.</p>                                                                                                                                                                                                                                | <p>Films: State Department of Education, Audio-Visual Library, <u>ABC of Puppet Making, Part I, II</u>; <u>Finger Painting Methods</u>; <u>How to Make Paper Mache Animals</u>; <u>Mothergoose Rhymes</u>.</p> |

| GENERALIZATIONS                                                                            | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | TEACHING RESOURCES                                                                                                                                                                                                                                                                                                                                              |
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| Through play a child learns many things.                                                   | <p>Research references. Discuss learnings through play:</p> <ol style="list-style-type: none"> <li>1. Develops social relationships and skills</li> <li>2. Learns to share with others</li> <li>3. Learns to take turns</li> <li>4. Learns to lead and follow</li> <li>5. Learns to ask for what he wants and needs</li> <li>6. Understands role of mother, father, baby, doctor, etc.</li> <li>7. Exercises muscles and gains in physical fitness</li> <li>8. Stimulates language growth through communication</li> <li>9. Solves problems</li> </ol> | <p>Film: University of South Carolina, Department of General Studies. <u>Organizing Free Play.</u></p> <p>Wagner, et al, <u>Games and Activities for Early Childhood Education.</u></p> <p>Hearn, <u>Guiding Preschoolers.</u></p> <p>Baker and Fane, <u>Understanding and Guiding Young Children.</u></p> <p>Hurlock, <u>Child Growth and Development.</u></p> |
| Play equipment is most useful to children when it is suited to their stage of development. | <p>Research references and plan the selection of play equipment for:</p> <p><u>Indoors</u> - space 35 sq. ft. per child<br/>equipment and supplies<br/>climbing apparatus<br/>blocks<br/>puzzles, games, toys, story books<br/>workbench and tools</p>                                                                                                                                                                                                                                                                                                 | <p>Hammond, et al., <u>Good Schools for Young Children.</u></p> <p>Green and Wood, <u>A Nursery School Handbook for Teachers.</u></p> <p>Leavitt, <u>Kindergarten Education.</u></p>                                                                                                                                                                            |

| GENERALIZATIONS                                        | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | TEACHING RESOURCES                                                                                                                                                                                  |
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| <p>Play leads to discovery, reasoning and thought.</p> | <p><u>Outdoors</u> - space 75 to 100 sq. ft. per child<br/>equipment and supplies<br/>jungle gym<br/>sand box<br/>swings and slides<br/>merry-go-round<br/>movable equipment<br/>balls<br/>jump ropes<br/>wheel toys, etc.</p> <p>Visit the local library and listen to the librarian discuss selection of books suitable for children.</p>                                                                                                                                                                                                                                         |                                                                                                                                                                                                     |
|                                                        | <p>Research references. Develop a class list of criteria to consider when selecting books and stories for children based on readings and a field trip. (Consider pictures, print, content, length, drama, grammar).</p> <p>View film or observe a teacher tell a child's story. List techniques used to create and maintain children's interest such as:</p> <ol style="list-style-type: none"> <li>1. Hold book so children can see pictures</li> <li>2. Read with expression</li> <li>3. Answer child's questions during story, but limit discussion until after story</li> </ol> | <p>Anderson and McIlwain, <u>Kindergarten Guidebook</u>.</p> <p>Chandler, Bessie E., <u>Early Learning Experiences</u>.</p> <p>Baker and Fane, <u>Understanding and Guiding Young Children</u>.</p> |

| GENERALIZATIONS                                                                                                                                                                        | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | TEACHING RESOURCES                                                                                                                                                                                                                  |
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| <p>Through play children learn to cope with their environment.</p> <p>An aide must be skilled in selecting and working with creative media to enrich the experiences of the child.</p> | <p>4. Use gestures as appropriate<br/> 5. Relate story to children's experiences<br/> 6. Use names of children in the group if they grow restless</p> <p>Read stories to children and make up stories for children. Record and evaluate results based on a criteria developed by class.</p> <p>Read references and discuss use and arrangement of toys and equipment:</p> <ol style="list-style-type: none"> <li>Housekeeping area</li> <li>Quiet area</li> <li>Art area</li> <li>Music</li> <li>Open area</li> </ol> <p>Research reference. Practice different techniques in working with art media (finger painting, easel painting, block printing, play doughs, collages).</p> <p>Learn childrens' songs by listening to records. Practice singing songs with children. Make at least one musical instrument.</p> <p>Plan creative activities for various levels of ability for use in one's days experience at a child care center.</p> | <p>Tape Recorder.</p> <p>Chandler, <u>Early Learning Experiences.</u></p> <p>Leavitt, <u>Nursery-Kindergarten Education.</u></p> <p>Epting, <u>Child Care Prevocational Curriculum Guide.</u></p> <p>Records and Record Player.</p> |

| GENERALIZATIONS                                                                                                                                                                                                                                                                                                            | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | TEACHING RESOURCES                                                                                                                                                                                                                  |
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| <p>When the aide is able to select materials and perform and guide appropriate play experiences, he can be more effective in his job.</p> <p>When play experiences are reinforced by proper guidance and supervision, the child is better able to make adjustments and is freer to express himself in acceptable ways.</p> | <p>Research reference for ways of handling problems in play. Observe an experienced person (trainee and/or teacher) supervising problems encountered in play. How were the situations handled? Was it effective?</p> <p>Read selected reference and discuss the role of adults in children's play. Analyze differences in responsibilities of adults when supervising indoor play and outdoor activities.</p> <p>Discuss and list activities which give variety, stimulate resourcefulness, and help meet limitations imposed by bad weather, fatigue, etc.</p> <p>Supervise free play with small groups and discuss the problems in working with children.</p> <p>View film which illustrates the child's readiness to talk things over, share and cooperate. Discuss the adult's role in these situations.</p> | <p>Green and Woods, <u>A Nursery School Handbook for Teachers and Parents.</u></p> <p>Matterson, <u>Play and Playthings For the Preschool Child.</u></p> <p>Film: S.C. Department of Mental Health, <u>Children's Emotions.</u></p> |

D. Major Concept: Health and Safety

Major Generalization: Meeting health and safety needs adequately contributes to the well-being of the child.

Major Objective: Demonstrate understanding of health and safety needs for the physical well-being of children.

Intermediate Objectives:

1. List equipment and describe physical surroundings desirable for rest time in a child care center.
2. Define healthful environment as it relates to a child care center.
3. List duties of the aide when helping children with routine duties as dressing and toileting.
4. Develop a list of housekeeping standards for a child care laboratory.
5. List symptoms of illness in children an aide should be able to recognize.
6. Develop a list of safety practices to follow in a child care center.
7. Demonstrate first aid techniques for an emergency.

| GENERALIZATIONS                                                                                                               | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | TEACHING RESOURCES                            |
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| <p>Good health habits are important in meeting a child's physical needs.</p>                                                  | <p>Discuss importance of diet, rest, and sleep that meet children's physical needs.</p> <p>Observe rest habits of preschool children, paying particular attention to those who show indication of fatigue or lack of vitality.</p> <p>Read selected references. Based on reading, discuss and describe the environment conducive for rest time.</p> <p>Observe two or more children. Note differences in rest habits after very active play as opposed to less active play.</p> <p>Draw general statements about relationship of degree of activity and rest to age and health of child.</p> | <p>Brisbane, <u>The Developing Child</u>.</p> |
| <p>Good health can become a habit.</p> <p>Routines of personal cleanliness contribute to the child's physical well-being.</p> | <p>Define "Healthful Environment" as it relates to a child care center. Compare definitions in class discussion.</p> <p>Listen to a health officer, doctor, or nurse discuss health and safety measures in a child care center. Summarize safety measures in a class discussion.</p> <p>Observe habits of cleanliness before and after toileting, before eating. Record and discuss observations.</p>                                                                                                                                                                                        | <p>County Health Officer.</p>                 |

| GENERALIZATIONS                                                                                                                                                                                                | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | TEACHING RESOURCES                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>When attention is given to health routines, the physical well-being of the child is enhanced.</p> <p>Child care centers and those involved with such benefit from a sanitary and healthful environment.</p> | <p>Use the play in Smart and Smart, page 40, "Learning About Germs." Participate in a class discussion using the questions as a basis for discussion.</p> <p>Read reference and discuss duties of the aide when helping children in routine situations; toileting, mealtime, rest, dressing.</p> <p>List differences in what may be expected of the aide in various routine situations.</p> <p>Read selected reference. Observe responsibilities related in routines that aides assist with in several day care centers or nursery schools.</p> <p>Discuss relationship of routines to feelings of security, the child's happiness, and his development of independence.</p> <p>Read selected reference and make a class list of sanitation techniques an aide should use in child care centers.</p> <p>Make list of housekeeping standards and relate to cleanliness of laboratory, preparation of food, and caring for soiled clothing.</p> <p>Read reference and discuss importance of protecting health of the child by adapting outside clothing to temperature, avoiding drafts, regulating room temperature.</p> | <p>Smart and Smart, <u>Children: Development and Relationships.</u></p> <p>Green and Woods, <u>A Nursery School Handbook for Teachers and Parents.</u></p> <p>Brisbane, <u>The Developing Child.</u></p> <p>Langford, <u>Guidance of the Young Child.</u></p> <p>Green and Woods, <u>A Nursery School Handbook for Teachers and Parents.</u></p> <p>Hammond, et al., <u>Good Schools For Young Children.</u></p> |

| GENERALIZATIONS                                                                                                                                                 | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | TEACHING RESOURCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>Organization for safety both indoors and outdoors will help eliminate hazards.</p> <p>In case of an emergency, prompt and effective action is necessary.</p> | <p>View film and discuss values received from sanitation in caring for drinking cups, toys, and play areas, rest centers, bathroom facilities, soiled clothing, etc.</p> <p>Read reference. Discuss communicable diseases of childhood. List symptoms of illness in children you should be able to recognize.</p> <p>View film. Report on health precautions that should be taken in a child care center.</p> <p>View filmstrip and summarize safety procedures.</p> <p>View film on first aid. Study and discuss fundamental first aid procedures. Discuss procedures that aide would follow in a nursery school.</p> <p>Observe county health nurse demonstrate techniques for emergencies. Study and practice simple first aid technique.</p> <p>Survey child care centers to determine policies and preparation for accidents.</p> <p>Research references and identify ways to enlist cooperation of children without building fear.</p> | <p>Film: State Department of Education Audio-Visual Library, <u>Safe Living at School</u>.</p> <p>Smart and Smart, <u>Child Development and Relationships</u>.</p> <p>Film: State Department of Education Audio-Visual Library, <u>Looking at Children</u>.</p> <p>Filmstrip: McGraw-Hill, <u>Keeping Children Safe</u>.</p> <p>Films: State Department of Education Audio-Visual Library, <u>Safety on the Playground</u>, <u>Safe Living at School</u>.</p> <p>American Red Cross, <u>Breath of Life</u>; <u>Red Cross Nursing</u>.</p> <p>Booklets: S.C. State Board of Health, <u>Recommended School Control Measures For Communicable Diseases</u>; <u>Recommended Procedure-Emergency Care of Sickness and Accidents Occurring at School</u>.</p> |

E. Major Concept:

Management in the Child Care Center

Major Generalization:

When management is applied according to objectives and policies of the child care center, the program will be more effective.

Major Objective:

Demonstrate an understanding of management principles as these relate to the objectives and policies of the child care center.

Intermediate Objectives:

1. Identify policies of child care centers.
2. Describe procedure to be followed when fulfilling these rules.
3. Define ethics and give an example of professional ethics as it relates to work with children.
4. Identify characteristics to look for when selecting equipment and furniture for child care centers.
5. Using "Standards for Day Care Service" evaluate the floor plan and equipment developed as a class project.

| GENERALIZATIONS                                                                                                           | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                              | TEACHING RESOURCES                                                                                            |
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| <p>An efficient aide has a good attitude toward work, is cooperative, is punctual, and has a sense of responsibility.</p> | <p>Obtain copies of policies and schedules from at least one child care service. Study statements to determine topics included. Compile a list of major policies covered.</p>                                                                                                                                                                                                                                                                                                     |                                                                                                               |
| <p>Establishing good working relationships is essential for job happiness and success.</p>                                | <p>Read selected reference. Relate reading assignment to list of topics covered under policies of child care services. Discuss why each is needed.</p>                                                                                                                                                                                                                                                                                                                            | <p>Booklet: <u>South Carolina Committee on Children and Youth, This is For You, the Working Teenager.</u></p> |
| <p>Understanding of employer-employee roles will clarify responsibilities and duties of personnel.</p>                    | <p>Listen to a director discuss policies and the importance of having and following these. Add policies discussed to the class list.</p>                                                                                                                                                                                                                                                                                                                                          | <p>Director of Child Care Center.</p>                                                                         |
|                                                                                                                           | <p>View film. Summarize basic procedure to be followed by aides when answering the telephone and taking messages.</p>                                                                                                                                                                                                                                                                                                                                                             | <p>Film: <u>South Carolina Department of Education Audio-Visual Library, Telephone Courtesy.</u></p>          |
|                                                                                                                           | <p>Discuss and role play basic procedures to be followed by aides for each of the following:</p> <ul style="list-style-type: none"> <li>Answering door and greeting visitors</li> <li>When to invite visitors into house or center</li> <li>Dealing with service or delivery persons</li> <li>How to meet and talk with parents of children</li> <li>What to do in case of an emergency</li> <li>Ethics involved in giving information and opinions about the children</li> </ul> |                                                                                                               |
|                                                                                                                           | <p>View film and discuss ways of improving accuracy in following directions, for example--notetaking.</p>                                                                                                                                                                                                                                                                                                                                                                         | <p>Film: <u>South Carolina State Department Film Library, Your Job, Getting Ahead.</u></p>                    |

| GENERALIZATIONS                                                                                                                                                                            | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                        | TEACHING RESOURCES                                                                                                                                                                                                          |
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|                                                                                                                                                                                            | <p>Divide into small groups. Select a case situation which would require an understanding of professional ethics. Tell how to handle the case. Report to class.</p> <p>Develop a code of ethics for aides as a class project.</p>                                                                                                                                                                                                                           |                                                                                                                                                                                                                             |
| <p>The choice, use, and care of equipment and supplies for children demand much attention.</p> <p>Equipment and supplies are important elements in the child's development and growth.</p> | <p>View film. List equipment observed in film. Discuss use and care of equipment listed.</p> <p>Visit child care center. Report on characteristics observed:<br/>Space--indoors and outdoors; arrangement of equipment, quantity, variety</p>                                                                                                                                                                                                               | <p>Film: <u>State Department of Education Audio-Visual Library, Setting Up a Room.</u></p>                                                                                                                                  |
|                                                                                                                                                                                            | <p>Research references to determine need for careful selection of equipment and furniture from the standpoint of the following factors:</p> <ol style="list-style-type: none"> <li>1. Safety</li> <li>2. Mobility</li> <li>3. Durability</li> <li>4. Care</li> <li>5. Scale to child's size</li> </ol> <p>Make a display of good and poor examples of commercial toys available for use with children. Explain why some are more desirable than others.</p> | <p>Booklets: <u>Community Playthings, Criteria for Selecting Play Equipment for Early Childhood Education; The Use of Large Muscle Play Equipment in the Classroom; Exceptional Equipment for Exceptional Children.</u></p> |

| GENERALIZATIONS                                                                                                                                                                                                                             | LEARNING EXPERIENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | TEACHING RESOURCES            |
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| <p>The ability to use and care for equipment is important in becoming a more efficient child care aide.</p> <p>The licensed day care center provides opportunities and facilities which nourish the growth and development of children.</p> | <p>Discuss the use of equipment and how it can be adapted for use in other situations. Demonstrate how to improvise equipment.</p> <p>Discuss types of play equipment used for outdoor activities and how it should be protected from the weather.</p> <p>Inspect indoor storage facilities of a center and discuss equipment which needs special storage.</p> <p>Work in groups to plan storage areas for a given situation. Evaluate.</p> <p>Discuss housekeeping tasks of child care aide related to equipment and room arrangement.</p> <ol style="list-style-type: none"> <li>1. Daily tasks</li> <li>2. Weekly tasks</li> <li>3. Periodically performed tasks</li> </ol> <p>Listen to the county health officer discuss standards for day care service. Compile a list of minimum acceptable standards for:</p> <ul style="list-style-type: none"> <li>Space</li> <li>Toilet facilities</li> <li>Exits</li> <li>Food handling</li> <li>Isolation of sick</li> <li>Ventilation</li> </ul> | <p>County Health Officer.</p> |

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When Children Need Special Help with Emotional Problems
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The Use of Large Muscle Play Equipment in the Classroom
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Your Child's Appetite
- Science Research Associates. 259 East Erie Street, Chicago, Illinois 60611.  
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Self-Understanding: A First Step to Understanding Children  
Understanding Hostility in Children

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Four Families  
Keeping Children Safe

Metropolitan-Life Insurance Company. If These Were Your Children. 1 Madison Avenue, New York, N.Y. 10010.

Modern Talking Pictures. 1212 Avenue of the Americas, New York, N.Y. 10036.  
Look At Me

Abbey's First Two Years  
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Aggressive Child  
Children's Emotions  
Children of Change  
Children's Play  
Fears of Children  
Frustrating Four's and Fascinating Fives  
Kindergarten  
Little World  
Long Time to Grow; Part I, Part II  
Social Development  
Terrible Two's and Trusting Threes  
Who Cares About Jamie?

South Carolina State Board of Health. J. Marion Sims Building, Columbia, South Carolina 29201.  
Food as Children See It  
Why Won't Tommy Eat

South Carolina State Department of Education Audio-Visual Library. 1513 Gervais Street, Columbia, South Carolina 29201.  
ABC of Puppet Making, Part I, II  
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Guiding Behavior  
Harvest of Health  
How to Make Paper Mache Animals  
How to Make Potato Prints  
Mothergoose Rhymes  
Physical Fitness and Good Health  
Telephone Courtesy  
Thread of Life  
Safe Living at School  
Safety on the Playground  
Setting up a Room  
There's Something About a Story

Your Job:

Applying for It  
Finding the Right One  
Fitting In  
Getting Ahead  
Good Work Habits  
You and Your Boss

University of South Carolina, Department of General Studies. Columbia, South Carolina 29201.  
Discipline and Self Control  
Organizing Free Play  
What You Eat You Are

# Supplementary Films

## PERSONAL DEVELOPMENT OF THE CHILD CARE AIDE:

- (1) Discovering Individual Differences (Teaching Techniques)
- (2) Growth Failure and Maternal Deprivation (General Interest)
- (3) Readiness for School

## PLANNING A DAILY PROGRAM FOR CHILDREN:

- (1) A Chance for Change
- (1) A Long Time to Grow; Part I, Part II
- (4) Learning in Kindergarten
- (4) The Creative Kindergarten
- (3) Jenny is a Good Thing

## UNDERSTANDING THE MEANING OF WORK:

- (1) Work and the Family
- (3) Work - What's It All About

## UNDERSTANDING CHILDREN UNDER SIX: CHILD GROWTH AND DEVELOPMENT:

- (1) The Development of Individual Differences
- (1) Family Circus
- (1) Grief
- (1) He Acts His Age
- (1) Preface to a Life
- (1) Sibling Relations and Personality
- (1) World of Three
- (1) Behavior Patterns at One Year
- (1) Life With Baby

## MODERN TALKING PICTURES:

- Psychological Hazards in Infancy
- Person to Person in Infancy

## BEHAVIOR AND GUIDANCE:

- (1) Answering the Child's Way
- (1) Children's Fantasies
- (2) Emergence of Personality

## Language Arts for Pre-School Children

- (4) A Wheel is Round
- (4) Ducks
- (4) In, Out, Up, Down, Under
- (4) Rain
- (4) Sun
- (4) Wind
- (4) Zis for Zoo
- (4) The Baker's Bet
- (4) The Cap That Came Back
- (4) Did You Say Meow?
- (4) The Fox's Widow

## EXCEPTIONAL CHILDREN:

- (1) Boy in the Doorway
- (1) Mentally Handicapped Children Growing Up
- (1) No Less Precious
- (1) Tuesday's Child
- (2) Beyond the Shadows
- (2) PKU - Preventable Mental Retardation

## CODE:

- (1) South Carolina Mental Health Commission
- (2) South Carolina State Board of Health
- (3) University of South Carolina, Department of General Studies
- (4) State Department of Education, Audio-Visual Library

| Title                                                          | Author             | Publisher                                                                                                        | Date | Cost |
|----------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------|------|------|
| <u>A Creative Guide for Pre-School Teachers</u>                | Wylie              | Western Publishing Company, Inc.<br>850 Third Avenue<br>New York, New York 10022                                 | 1969 |      |
| <u>Better Homes and Gardens Junior Cookbook</u>                |                    | Meredith                                                                                                         | 1963 |      |
| <u>"Bits and Pieces"</u>                                       |                    | Association for Childhood Education International                                                                | 1967 | 1.25 |
| <u>Blockbuilding</u>                                           | Starks             | National Education Association -<br>Department of Elementary,<br>Kindergarten and Nursery                        | 1960 | .75  |
| <u>"Creating with Materials for Work and Play"</u>             |                    | Association for Childhood Education International<br>3615 Wisconsin Ave., NW<br>Washington, D. C. 20016          | 1970 | 1.25 |
| <u>Creative Activities for Children</u>                        | Silberblatt        | Creative Activities<br>P. O. Box 16005<br>Cincinnati, Ohio 45216                                                 | 1964 | 3.50 |
| <u>"Creative Activities for Young Children"</u>                | Osborn and Haupt   | The Merrill-Palmer Institute<br>71 E. Ferry Road<br>Detroit, Michigan 48202                                      | 1966 | 1.50 |
| <u>Discipline</u>                                              |                    | Association for Childhood Education International                                                                | 1957 | .75  |
| <u>Educating Children in Nursery Schools and Kindergartens</u> | Gore and Doury     | U. S. Dept. of Health, Education and Welfare<br>Supt. of Documents, U.S. Printing Office, Washington, D.C. 20402 | 1964 | .35  |
| <u>Education in the Kindergarten (Fourth Edition)</u>          | Foster and Headley | American Book Company<br>300 Pike Street<br>Cincinnati, Ohio 54202                                               | 1970 | 8.95 |

| Title                                                                               | Author         | Publisher                                                                                                                                               | Date | Cost |
|-------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|
| <u>Food For Children</u>                                                            | Hayes, Anne C. | Home Economics<br>Occupational Program<br>Instructional Materials Lab<br>University of Kentucky<br>Lexington, Kentucky                                  | 1970 |      |
| <u>Helping Young Children<br/>Develop Language Skills:<br/>A Book of Activities</u> |                | National Education Association<br>Department of Elementary,<br>Kindergarten and Nursery<br>Education                                                    | 1968 | 2.75 |
| <u>Introduction to Early<br/>Childhood Education</u>                                | Hildebrand     | The Macmillan Company                                                                                                                                   | 1971 |      |
| <u>"Kindergarten Education"</u>                                                     |                | National Education Association<br>Department of Elementary,<br>Kindergarten and Nursery<br>Education<br>1629 21st Street, NW<br>Washington, D. C. 20036 | 1968 | 2.00 |
| <u>Kindergarten Guidebook</u>                                                       |                | Office of Instructional Services<br>Colorado Dept. of Education<br>State Office Building<br>201 E. Colfax Avenue<br>Denver, Colorado 80203              | 1960 | 1.40 |
| <u>Kindergarten--Who, What and<br/>Where?</u>                                       |                | Southern Association on Children<br>Under Six<br>from Merrill Palmer Institute                                                                          |      |      |
| <u>Let's Play Outdoors</u>                                                          | Baker          | National Association for the<br>Education of Young Children<br>1629 21st Street, NW<br>Washington, D. C. 20036                                          | 1967 | 1.00 |

| Title                                                                           | Author             | Publisher                                                                           | Date | Cost |
|---------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------|------|------|
| <u>New Directions in the Kindergarten</u><br>(Early Childhood Education Series) | Robison and Spodek | Teachers College, Columbia Univ.<br>525 West 120 Street<br>New York, New York 10027 | 1969 |      |
| <u>Portable Workshop for Pre-School Teacher with Ten Practical Guides</u>       | Hollander          | Doubleday & Company                                                                 |      |      |
| <u>Puppet Party</u>                                                             | Taubchernoff       | Scholastic Book Service<br>50 W. 44th Street<br>New York, New York 10036            | 1971 | .75  |
| <u>Pre-school Education Today</u>                                               | Hechinger          | Doubleday & Company<br>501 Franklin Avenue<br>Garden City, New York 11531           | 1966 | 4.50 |
| <u>"Science Adventures in Children's Play"</u>                                  | Rieger             | The Play Schools Association<br>120 West 57th Street<br>New York, New York 10019    | 1968 |      |
| <u>Science Experiences for Nursery School Children</u>                          | Haupt              | National Association for the Education of Young Children                            |      | .75  |
| <u>Teaching the Child Under Six</u>                                             | Hymes              | Charles E. Merrill Publishing C.<br>1300 Alum Creek Drive<br>Columbus, Ohio 43216   | 1968 | 2.95 |
| <u>These Are Your Children</u>                                                  | Jenkins, et al     | Scott, Foresman and Company<br>1900 E. Lake Avenue<br>Glenview, Illinois 60025      | 1966 | 7.75 |

CHILD-CENTERED AGENCIES

- Association for Childhood Education International. 3615 Wisconsin Avenue, N. W., Washington D. C. 20016.
- Child Study Association of America, Inc. 9 East 89th Street, New York, New York 10028.
- Child Welfare League of America, Inc. 44 East 23rd Street, New York, New York 10010.
- Day Care and Child Development Council. 1426 "H" Street, N.W., Washington D. C. 20005.
- The ERIC Clearinghouse on Early Childhood Education. 805 West Pennsylvania Avenue, Urbana, Illinois 61801.
- The Merrill-Palmer Institute. 71 East Ferry Avenue, Detroit, Michigan 48202.
- National Association for the Education of Young Children. 1834 Connecticut Avenue, N.W., Washington D. C. 20009.
- National Education Association, Department of Elementary - Kindergarten - Nursery Education 1201 16th Street, N.W., Washington D. C. 20036
- National Federation for Settlements and Neighborhood Centers. 232 Madison Avenue, New York, New York 10016.
- U. S. Department of Health, Education and Welfare. Office of Child Development (Children's Bureau and the Head Start and Early Childhood Bureau), Washington, D.C. 20201.